Example Assignment Brief

for assessment unit A1, A3, B3 or B4 in:

BTEC International Level 3 in Art and Design
BTEC International Level 3 in Creative Media

Active

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Guidance for teachers on using Example Assignment Briefs *(delete slide prior to handing out to learners)*

Example Assignment Briefs (EABs) are provided for use and guidance. They have been developed to provide realistic vocational scenarios as client briefs. The content demonstrates how briefs can be used for assignments for all or part of assessment units.

EABs can be adapted in any way to meet the needs of your learners and programme, however they must maintain the required features of an assignment for a BTEC qualification. Please see the Delivery Guide for this qualification for more information on setting and adapting assignments.

While this assignment can be used for delivery within assessment unit A1, A3, B3 or B4, learners must undertake different assignments for each assessment unit. The expectations in each assessment unit will also be different, for example:

- **A1:** the assignment would most likely be used to form part of the evidence for the unit, combined with evidence from other assignments.
- **A3:** as a unit dedicated to undertaking a focused creative project in response to an assignment brief, more time would be expected to exploring different ideas, developing work and presenting outcomes to meet the assignment brief.
- **B3 or B4:** the response itself is likely to be more extensive and fully resolved given the time allocated to the development of work towards the assignment and the depth of content being assessed through this unit.

You should ensure the following sections of this assignment brief are appropriate for your programme and learners, and adapt as necessary, for example:

- **Requirements:** to indicate the types of media and outcomes.
- **Requirements – detail:** to indicate the specific requirements for focused programmes, i.e. if the programme is fashion or games orientated, it would be advisable to set narrower outcome requirements.
- **Inspiration:** to use examples of sources relevant to the programme.
- **Guidance:** to indicate the specific expectations of how learners will develop and submit work. Additional deadlines can be included for different tasks within the assignment if needed.

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Client
Practivate

Context
You have been commissioned to produce a game by Practivate, an organisation dedicated to getting young people to take part in practical activities and learn new life skills.

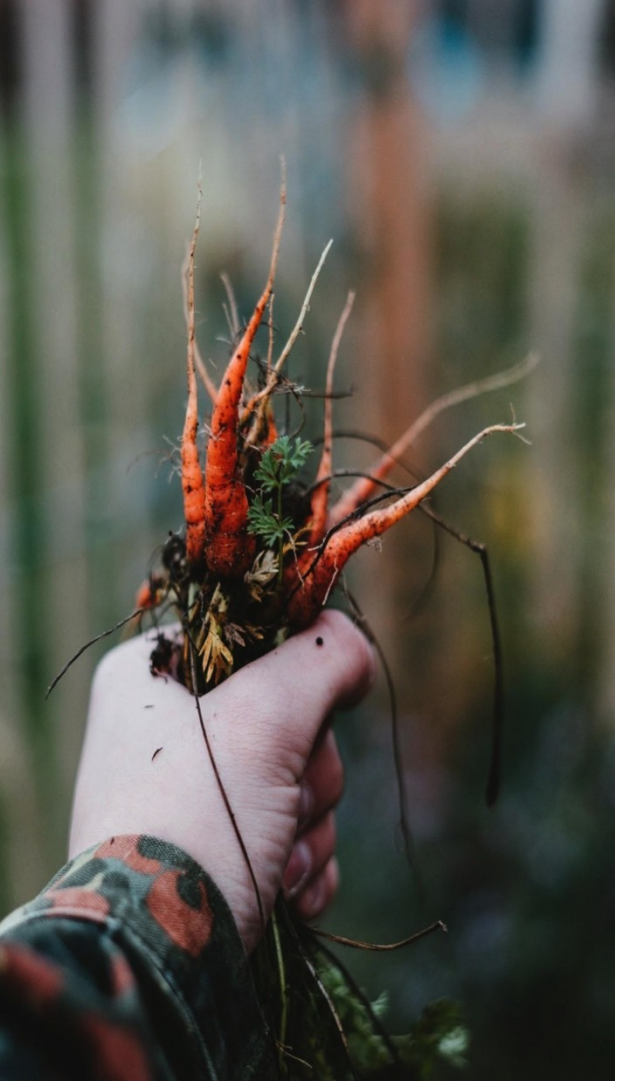
Requirements
- Playable 2D or 3D game that promotes practical skills.

Audience
The primary target audience is for young people from the ages of **10-15**. The aim is to encourage young people to learn new practical skills.

Deadline
To be completed by assessor.

Resubmission deadline
To be completed by assessor.

Assessor
To be completed by assessor.



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Practivate: Active game Requirements – detail:

The game should clearly promote the development of practical life skills such as gardening, home or bicycle maintenance, cooking or camping and survival. Some starting points might include:

- Platform game solving practical home issues
- Simulator game for building a home
- First person outdoor survival skills
- Problem-solving cooking game
- Strategy game for gardening
- Puzzle or quiz

Note: you should agree your project ideas with your tutor to ensure they meet the assessment criteria before commencing.

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Client background

Value - We want to help young people realise their potential and not feel like they are unable to do practical things in their life.

Our philosophy - We believe that by learning through games, young people will consider attempting new challenges and live a fuller and richer life. The practical activities may even help mental and physical health.

Focus - As a charity for young people, we are committed to improving young people's lives through education and entertainment.

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Inspiration:

These are purely starting points to provide some inspiration for the ‘Active’ game and are not the expectation of outcomes:

- Instructions
- Guides
- DIY manuals
- Tutorials
- Cookbooks
- Gardening literature
- Existing games designed to teach or inspire young people.

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Guidance overview

You will need to organise the structure of your project individually as part of your professional practice and problem solving.

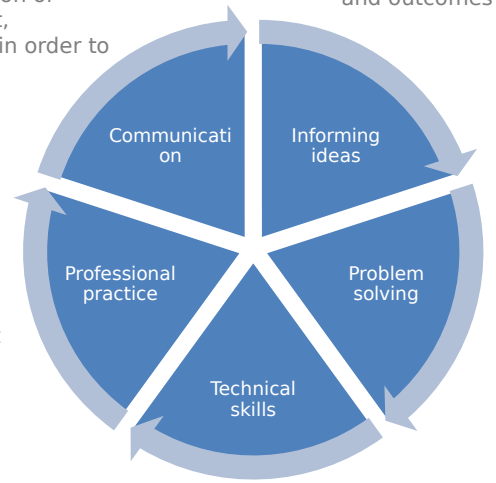
The assessment criteria are not a series of tasks that are done separately. Each of the criteria are equally weighted, meaning they should be given equal importance in your project.

You will use a combination of skills that relate to the criteria together and repeatedly throughout the assignment.

The guidance slides of the assignment brief indicate how you should approach each of those skills and what types of

AC1: Informing ideas
Use skills for informing ideas for interpreting the brief and develop ideas and outcomes as they progress.

AC5: Communication
Show skills in communicating the meaning, purpose and function of work, including development, outcomes and presentation, in order to engage the audience.



AC2: Problem solving
You will need to show problem solving throughout by engaging with the brief and its requirements. You can show this through evidence of ideas generation, experimentation, testing and reflection on the meaning, purpose function of your work.

AC4: Professional practice
Show how you apply professionalism to your assignment through technical practice, project management and working safely.

AC3: Technical skills
Show technical skills throughout by exploiting the potential of media, materials, techniques and processes. In early stages of the project, this might be when investigating material opportunities. Later it would be in the outcomes or their presentation.

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Informing ideas

You should inform you ideas at all stages of the assignment.
The ‘Active’ game offers a wide potential of starting points such as:

- Personal practical challenges you encounter
- Useful things you think everyone should know
- Common things young people find difficult
- Practical things that would improve health or lifestyle

Primary and secondary methods for informing ideas:

- Interpret the brief – client, audience, requirements, purpose
- Explore games related to practical challenges
- Explore ‘how to’ guides and instructions
- Explore the potential of a variety of game styles in relation to your outcome
- Review game engine options
- Use of research to inform development, outcomes and presentation to improve and refine work and ideas

Evidence could include:

- Initial intentions presentation - informed by research, explaining how it will meet the brief
- Blog or digital portfolio of iterative use of research to inform ideas for development, outcomes and presentation

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Problem solving

You should use problem solving at all stages of the assignment by testing, reviewing and reflecting on progress of:

- Interpreting the brief, client, audience, requirements, purpose
- Generating treatment/design rationale and pitch for 2D or 3D game
- Applying iterative stages in order to develop and refine
- Testing

Evidence could include:

Blog , digital portfolio and/or sketchbook with:

- Treatment/design rationale and pitch
- Iterative testing review and reflection
- Iterative ideas refinement

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Technical skills

You should use the most appropriate and effective technical skills throughout your project.

- Development of work:
  - trying different techniques and seeing what is the most useful
  - exploring the properties of media and making comparisons
  - taking work through a series of different processes to compare outcomes
- Production of outcomes

Evidence could include:

Blog, digital portfolio and/or sketchbook with:

- Initial intentions presentation – with early draft work and practical research into media
- Series of prototypes
- Outcome presentation

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Professional practice

You should apply professional practice when working on the assignment by:

- Identifying and using best practice associated with game development:
    - consider and test what others do in industry
    - keep things safe and manage risks.
- Applying project management:
    - breaking up the assignment into manageable parts
    - exploring ways of working efficiently.
- Setting actions and targets for meeting the brief:
    - using a game design document
    - organising resources
    - exploiting stages of the creative process.

Evidence could include:

Blog, digital portfolio and/or sketchbook with:

- Presentation of games design document
- Submission on time of an organised portfolio
- Outcome(s) that show an understanding of related professional practices

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Communication

You should use communication skills throughout the project by:

- Considering the client and audience needs
- Working to ensure the meaning, message and impact are clear
- Using visual language and creative forms of communication

Communication opportunities:

- Expressing clear intentions at an early stage by aligning work with the audience and purpose of the brief
- Using testing and review to reflect on the quality of how the work communicates
- Producing prototypes and outcomes that clearly communicate the needs of the brief
- Working with others and presenting intentions

Evidence could include:

Blog, digital portfolio and/or sketchbook with:

- Initial intentions presentation – personal communication
- Series of prototypes that communicate ideas
- Treatment/design rationale and pitch
- Games design document
- Reflection on stages of the development with explanation of choices in relation to assignment
- Outcome(s) presented in relation to audience and related industry conventions

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In order to be awarded a qualification, learners must achieve a minimum of Pass in all criteria for all assessment units.

Assessment criteria	U Limited/insufficient	Pass Generally competent/adequate	Merit Clear/effective	Distinction Accomplished/thorough
AC1: **Informing ideas**	Limited or inappropriate research and investigation. Information has not been used to inform ideas or understanding.	Generally competent research and investigation used to interpret briefs, develop ideas for work and inform plans for progression, showing adequate understanding of industry and the work of others.	Effective research and investigation skills used to interpret briefs, develop ideas for work and inform plans for progression, showing a clear understanding of industry and the work of others.	Accomplished research, investigation and critical analysis skills used to interpret briefs, develop ideas for work and inform plans for progression, showing a thorough understanding of industry and the work of others.
AC2: **Problem solving**	Lack of clarity in use of problem-solving processes. Work does not progress coherently through appropriate stages of development in order to find solutions.	Generally competent use of development process showing sufficient ideas generation, experimentation and review to find solutions.	Sound use of ideas generation, experimentation, testing and review. Clear and consistent reflection on work showing emerging awareness of how solutions relate to intended meaning, purpose and function.	Thorough engagement and confident application of ideas generation, experimentation, testing and review used to make considered choices. Sustained use of reflection to develop a critical understanding of how solutions align with the intended meaning, purpose and function of work.
AC3: **Technical skill**	Limited or inappropriate evidence, work does not show a minimum level of precision or competence with media, materials, techniques and processes.	Generally competent selection and manipulation of appropriate media, materials, techniques and processes to produce work that shows some awareness of impact in outcomes.	Effective selection and application of media, materials, techniques and processes, with a clear awareness of their effect on communication through outcomes. Mostly consistent technical competence shown through development and execution.	Accomplished selection and skilful application of media, materials, techniques and processes, showing thorough understanding of their impact on outcomes and ability to exploit them to meet intentions. Technical competence sustained throughout development and execution.
AC4: **Professional practice**	Limited understanding and use of professional practice skills, behaviours and approaches to working.	Adequate exploration and use of some professional practice skills, behaviours and approaches to working.	Clear understanding and application of professional practice skills, behaviours and approaches used effectively to manage and inform projects.	Thorough understanding and application of accomplished professional practice skills, behaviours and approaches used in a sustained and considered way to manage and inform projects.
AC5: **Communica-tion**	Lack of clarity seen in outcomes in relation to intentions and audience. Limited use of appropriate presentation conventions.	Generally competent communication of meaning, purpose and function of work in relation to intentions and audience. Appropriate use of presentation methods, formats and conventions.	Effective communication of meaning, purpose and function of work in relation to intentions and audience. Clear understanding and use of effective presentation methods, formats and conventions used to reflect qualities and engage the audience.	Fluent and imaginative communication of meaning, purpose and function of work in relation to intentions and audience. Thorough understanding and skilful use of presentation methods, formats and conventions applied in a highly considered way to enhance qualities of work and engage the audience.